DOCUMENT RESUME

ED 242 350 JC 840 136

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TITLE Emergency Nursing--N421.
PUB DATE 14 Mar 84
NOTE 25p.; Graduate seminar paper, University of California, Los Angeles.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Course Content; Course Descriptions; *Course Objectives; *Nursing Education; Postsecondary Education
IDENTIFIERS *Emergency Medical Services

ABSTRACT

A description is provided of "Emergency Nursing," an undergraduate nursing course designed to provide a concentrated learning experience in emergency care. The description first provides information on the curriculum placement of the course, allotment of class time, and the targeted student population, followed by a glossary of relevant terms. The next section delineates course rationale, major course goals, long-range objectives, and unit titles and time alloted to each. Next, a list of instructional materials identifies required texts and manuals, general references, and required audio-visual materials. Descriptions are then provided for each of the course's seven units: (1) triage; (2) shock management; (3) chest trauma, chest pain, and respiratory emergency; (4) abdominal emergency; (5) obstetrical-gynecological emergency; (6) neurological emergency; and (7) legal considerations in the emergency room. Each unit description provides an overview of the topic, sets forth unit goals and specific instructional objectives, and includes a bibliography of required and recommended readings. Finally, information is provided on student and instructor evaluation, and procedures for course revision are outlined. (LAL)

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ED242350

EMERGENCY NURSING - N421

by

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JC 840 136

George Mason University

3/14/84

I Course Description

A. Curriculum Placement:

This course is placed in the senior level nursing undergraduate program as an elective. It is offered to give qualified pre-graduating nursing students with a serious interest in emergency nursing a concentrated learning experience in this nursing specialty area. Few nurses graduating from undergraduate programs are specifically prepared with the necessary content and skills, since today's typical curricula do not address emergency care. The education and training of this clinician are therefore relegated to on-the-job training. This is of concern when one considers that they will promptly be confronted with undiagnosed physical and emotional crises that demand prompt, skillful intervention. A well-educated emergency nurse who can deliver expert emergency can help prevent the type of tragic circumstances that otherwise lead to increased morbidity and mortality.

B. Time Assignment:

This course requires a total of 3 hours/ week of lecture for a period of 7 weeks to cover course material. An estimated 2-3 hours will be spent by the student in the learning lab (VCR's) per week in preparation of each unit lesson.

C. Student Population:

The students who would enroll in this course are in their fourth undergraduate year in the school of nursing. Pre-

requisites to enroll include; successfully completed Medical-Surgical clinical rotations and corresponding theory courses, a minium G.P.A. of 3.0 or if G.P.A. is less than 3.0 but 2.5, a letter of recommendation from a past Med.-Surg. clinical instructor. The course is most effective when the class is limited to 20 students but can accomadate 25 students. The anticipated student drop-out rate is estimated at 5%. Upon graduating, this course on the students curriculum vitae will reflect serious attention on deciding a career in emergency nursing should the student apply for Emergency Room (ER) nursing positions.

II Glossary

Assessment: the determination of ability, skill, or attitude.

Cardinal: of main importance; principal; chief.

Condition: state of health, an illness; ailment.

Critique: a critical analysis or evaluation of a situation.

Diagnosis: the process of deciding the nature of a diseased condition by examination of the symptoms.

Differentiate: to perceive or express the difference in; distinguish between.

Guideline: a standard by which to make a judgment or determine a policy or course of action.

Management: the act, or manner of controlling, directing or handling.

Mnemonics: a system of improving the memory by use of certain formulas.

Sign: an objective indication or symptom of a disease.

Situation: the combination of circumstances at any given time.

Symptom: any condition resulting from a disease or a physical disorder; serves as an aid in diagnosis.

Vignette: a short, delicate literary sketch.

Other important words:

Goal: the general outcome toward which the student is directed.

Know: be able to recall data.

Note: pick the correct choice from a given list of choices.

Objective: the specific ability, skill, or attitude which the student is expected to attain.

III Course Contents

A. Rationale:

One of the major functions of the university is helping prepare people for service in professions. This is in accordance with its commitments to serve both students as individuals and society at large. Students gain professional training and the opportunity to enter rewarding forms of employment while meeting society's need of skilled practitioners to carry on the necessary work of the community.

The baccalaureate nursing program derives from these general functions of the university. In implementing the philosophy of nursing, the curriculum concentrates on the behavior of man as he moves through the health-illness continuum. The courses are designed for nursing students who must have scientific knowledge and technical skill in order to perform effectively and safely in their respective positions.

Major Course Goals:

Emergency Nursing (N421) was prepared especially for students wishing to gain:

1) An in depth appreciation into the nature of emergency nursing.
2) An understanding of the various flexible emergency nursing roles in the arena of emergency care.
3) More knowledge about emergency nursing in order to help make an informed decision regarding a possible career in the specialty of emergency nursing.

B. Long Range Course Objectives:

These three long range objectives are hypotheses by means of which the instructor may assess the effects of the course. The percentage figures are estimated as this course has not been implemented by this instructor in the past.

1) Of the students employed within 1 year after completion of course as registered nurses in ER's, 75% will be given ratings superior by their supervisors to new graduate registered nurses in knowledge and performance.

2) Of the students enrolled in N421 within six months after graduating, 70% will have chosen emergency nursing as their specialty and will be employed as staff R.N.'s in hospital emergency rooms.

3) Of the students enrolled in N421, 80% will electively apply for the CEN (Certified Emergency Nurse) national, written exam within 6 months with a 90% passing rate.

C. List of Unit Titles and Time Allotted:

I TRIAGE - 3 hours

II SHOCK MANAGEMENT - 3 hours

III CHEST TRAUMA - 1 hour
CHEST PAIN and RESPIRATORY EMERGENCY - 2 hours

IV ABDOMINAL EMERGENCY - 3 hours

V OBSTETRICAL - GYNECOLOGICAL EMERGENCY - 3 hours

VI NEUROLOGICAL EMERGENCY - 3 hours

VII LEGAL CONSIDERATIONS IN THE ER - 3 hours

IV Materials of Instruction:

A. Required Texts and Manuals:

Budassi, S.A., Barber, J.M.: Emergency Nursing: Principles and Practice. St. Louis: C.V. Mosby Co., 1981.

General References:

Nurse's Reference Library Series, Assessment, edit. director: Potter, D.O., Springhouse, PA: Intermed Communications, Inc., 1982.

Sanders, J.H., Gardner, L.B.: Handbook of Medical Emergencies, 2nd edition, NY: Medical Examination Publ. Co., Inc., 1978.

B. Bibliography of Library Materials:

Each unit will supply its bibliography list for readings required and recommended for that specific unit. All required readings are on 2-hour reserve in the Bio-Med. Library 1st floor and in Nursing Library 4th floor of Factor Building.

C. List of Audio-Visual Materials:

All A-V material listed below for each unit unless otherwise stated is to be seen prior to class. The VCR's and instructional program are available in the Nursing Learning Lab on the 4th floor of the Factor Building.

Unit I:

1) Making Triage Work - film (shown in class)

2) Triage and How It Works - VCR # 22

Unit II:

1) Assessing Shock - VCR #20

Unit III:

1) Different Types of Chest Pain and Their Management (film in class)

2) Respiratory or Cardiac In Origin? - VCR# 11

Unit IV:

1) "Hot, Warm or Cold" Abdomens - VCR # 19

2) The GI Bleeder (film shown in class)

Unit V:

1) "Help, I'm Bleeding" - VCR # 32

Unit VI:

1) Neurological Assessment for Nurses in Emergencies - VCR # 45, and instruct. program # 2 following VCR #45

Unit VII:

1) Nurses and The Law - film shown in class

2) Knowing Your Professional Rights - VCR # 7

V Organization of Each Unit of Instruction

Unit I: TRIAGE

Triage is one of the most important and challenging roles in the emergency department. It is a critical position, because it sets the pace and tone of the entire ER and establishes priorities for patient care. Although the role of triage is filled by various individuals from the clerk to physician, the trend appears to be toward registered nurse (R.N.) triage for both good patient care and cost effectiveness.

Goal: The student will become familiar with the process of triage, its terminology, and its application in an ER setting.

Objectives:

1) Student will write out of class a 1-2 page essay on the advantages and disadvantages of triaging patients in an ER. 100%

2) a. Student will define in 25 words the term triage in class . 100%
   b. In class, student will define in 25 words each category of triage. 100%

3) Given a set of statements student will note whether they are of the PQRST or SOAP problem-oriented format. 90%

4) Given a triage situation, student will SOAP the patients complaint in 25 words/category. 100%

   Example: An ambulance brings in a young man 25 yrs old with history of "jogging and ran into a phone pole" with noticeable 4 inch cut on forehead.
   S = "I ran into phone pole while jogging and hit head"
   O = 4 inch laceration across forehead, conscious, alert.
   A = laceration requires suturing with neuro. exam workup
   P = triage patient to surgical area for suturing.

Goal: Student will acquire inter-personal communication skills necessary to extract pertinent information from patients for appropriate triage.

Objective:

1) Broken into 6-7 groups of 3 students /group, a given situation will be role-played in class with 1 student the patient, 1 student the triage nurse and the 3rd student evaluating the triage nurse's verbal skills. Class discussion following each situation for 15 min.

Bibliography

Required Readings:

Budassi,S., Barber, J., Emergency Nursing: Principles and Practice. St. Louis: C.V. Mosby Co. Chapter 6, 1981.

Recommended Readings:

Budassi, S.A.: The Treacheries of Triage, J. of Emergency Care, 1:40-43, Spr. 1979.

McLeod, K.A.: The Transformation of the ER Nurse, Part I, R.N. 38:22-27, July 1975.

Unit II: SHOCK MANAGEMENT

Shock is defined as generalized tissue hypofusion. It has a variety of causes, multiple types, overlapping stages, numerous treatment modalities and unpredictable outcomes. Shock is often seen in the ER and requires immediate treatment from the emergency nurses and other members of the health team.

Goal: The student will know the different types of shock.

Objective:

1) Given a set of statements, the student will match the appropriate type of shock to which each statement applies. 100%

Goal: Student will know emergency management for shock in general.

Objectives:

1) Student will note on a 25 item multiple choice (M/C) exam the priority treatment required for the four types of shock. 90%

Example: A 24 yr. old female presents in septic shock. What is your first priority in treating her while your colleague runs for the ER doctor?

a) start selecting appropriate pharmacological agents.
b) start intravenous drip then recheck vital signs.
c) shake her vigorously so she can wake up and answer your questions.
* d) maintain adequate ventilation, if necessary start O_2.
e) none of the above, leave patient and look for her family members.

2) Student will outside class write an essay of 500 words on current trends on the treatment of shock in ER's after visiting upon student's choice any hospital ER and interviewing ER doctors and nurses. 100%

3) Student will list 3 early signs and symptoms in each given type of shock. 90%

Bibliography

Required Readings:

Budassi, S., Barber, J.: Emergency Nursing: Principles and Practice. St. Louis: C.V.Mosby Co., Chapt. 12, 1981.

Recommended Readings:

Wilson, R.F.: Shock , In a manual of practice and techniques in critical care medicine. Kalamazoo, Mich. Upjohn Co. 1976.

Unit III: CHEST TRAUMA AND CHEST PAIN AND RESPIRATORY EMERGENCY

Chest Trauma: A patient with chest trauma may have one of the most life-threatening emergencies encountered in the ER. Many of these injuries are emergent, and one must diagnose and apply therapeutic intervention almost concurrently.

Goal: Student will know the different types of respiratory and cardiac chest trauma, and the appropriate management for any chest trauma.

Objectives:

1) Student will on a 25 item M/C test note the signs and symptoms according to the specific chest injury given. 90%

Ex. Signs and symptoms of a hemothorax are similar to a pneumothorax with the addition of:
* a) tachycardia
b) dry, warm skin
c) hyperresonance on chest percussion
d) none of the above.

2) Student will differentiate between Simple Pneumothorax and Tension Pneumothorax in essay form using 25-50 words. 100%

3) Student will write the 3 cardinal rules in emergency management of any chest trauma. 100%

Chest Pain and Respiratory Emergencies: It has been statistically shown that the mortality rate from infarction (myocardial) can be reduced significantly if the patient receives proper medical treatment care in the early phases of the infarction.

Goal: Student will know the differential diagnosis of chest pain.

Objectives:

1) Given a list of symptoms the student will match each correct one with the specific chest pain. 90%

Ex. Acute MI
Angina
Dissecting Aortic Aneurysm

a. sudden onset, tearing pain b
b. sudden onset, pressure pain c
c. last few minutes, squeezing pain a

2) Student will list in 25 words per condition the differential diagnosis of stable and unstable angina 100%

Goal: Student will know emergency resp. conditions.

Objectives:

1) Student will define given respiratory terminology frequently used in resp. disorders in 25 words or less. 100%

2) Student will list the 3 signs and symptoms of each given resp. disorder. 90%

Ex. ARDS (Adult Resp. Disease Syndrome)
1) dysnea, 2) cyanosis, 3) hypotension

Bibliography

Required Readings:

Budassi, S., Barber, J.: Emergency Nursing: Principles and Practices. St. Louis: C.V. Mosby Co., Chapt. 17, 1981.

Recommended Readings:

Raffin, R.A., Theodore, J., Separating Cardiac from Pulmonary Dysnea, JAMA 238: 2066, 1977.

Unit IV: OMINAL EMERGENCIES

Many conditions seen in the ER are the result of long-term disease processes, whereas others are suddenly developing conditions requiring prompt management.

Goal: The student will know 4 types of acute abdominal conditions.

Objective:

1) Student will identify and define each of the 4 types of acute abdominal conditions in 25 words. 100%

Goal: Student will know the guidelines for trauma-related abdominal complaints.

Objective:

1) Student will select the correct answer for a given situation regarding management of a patient with an acute abdomen in a 20 item M/C exam. 90%

Goal: Student will know management of non-trauma related abdominal complaints.

Objectives:

a. Student will perform role-playing situation in which 1 student will be the patient with non-trauma abdominal complaint and another student will have to interview and assess "patient" to determine the "patient's" diagnosis

OR

b. Critique role-playing situation of "patient" and nurse based on"patient's"accurate symptoms for portrayel of complaint and the nurse's skills in obtaining the diagnosis in class. At end of critique, student will write in their diagnosis of "patient".

Unit IV Bibliography

Required Reading:

Budassi, S., Barber, J.; Emergency Nursing: Principles and Practices. St. Louis: C.V. Mosby Co., Chapt. 18, 1981.

Recommended Reading:

Engrav, L.H., and other: Diagnostic peritoneal lavage in blunt abdominal trauma, J. Trauma, 15:854, 1975.

Unit V: OBSTETRICAL - GYNECOLOGICAL EMERGENCIES

When a woman comes to the ER for an obstetrical or gynecological problem, she's often uncomfortable both physically and psychologically. The emergency nurse, by a sensitive approach to the individual, may help make this experience less frightening, less embarrassing and less traumatic.

Goal: Student will know causes of bleeding associated with pregnancy and abortion.

Objectives:

1) Given a list of 6 types of abortions and a list of definitions the student will match the correct definition to the type of abortion. 100%

2) Student will state the 3 causes for postpartum bleeding in 25 words. 100%

Goal: Student will be able to assess the patient with vaginal bleeding.

Objective:

1) Student will list pertinent questions relevant to obtain the history of the patient's problem (vag. bleeding). 85%

Goal: Student will differentiate the types of maternal complications that present in the ER.

Objective:

1) Student will write outside of class a 500-1000 word essay on the differential signs and symptoms of placenta previa and abruptio placenta and emergency management in each condition. 100%

Goal: Student will become familiar with the management of the bio-psycho-socio needs of a rape victim in the ER.

Objective:

1) Given a sexual trauma vignette, the student will write a 100 word short answer essay regarding the appropriate nursing intervention in caring for this patient. 100%

Unit V Bibliography

Required Reading:

Budassi, S., Barber, J.: Emergency Nursing: Principles and Practice. St. Louis: C.V. Mosby Co., Chapt. 21, 1981.

Recommended Reading:

Cosgriff, J.H., Anderson, D.L.: The Practice of Emergency Nursing. Phil.: J.B. Lippincott Co., (OB-GYN), 1975.

Unit VI: NEUROLOGICAL EMERGENCIES

Emergency nurses frequently encounter patients with injuries of the brain and spinal cord, therefore the emergency nurse must have a thorough knowledge of how to manage these problems.

Goal: Student will know assessment and management of the unconscious patient.

Objectives:

1) Student will state the initial approach to the unconscious patient in a short essay (50 words) exam. 80%

2) Student will state in 25 words the rationales for a set of given procedures in management of the unconscious patient in short essay exam. 90%

Goal: Student will know the use of the Glascow Coma Scale.

Objective:

1) Student will define the purpose of the Glascow Coma scale in 25-50 words and its relevance to the unconscious patient. 100%

Goal: Student will know assessment of head injuries.

Objective:

1) Student will list 4 physical signs of increased intracranial pressure from its early to late stages. 80%

EX. Early: papilledema, decreased visual acuity, etc.
Variable: Headache, nausea, etc.
Progressive: loss of consciousness, Doll's eyes, etc.
Late: pupils dilates and fixed, stupor, etc.

2) Student will note the signs and symptoms of epidural and subdural hematomas on a 10 item, True-False exam. 90%

Ex. 1) Epidural are fatal due to rapid bleeding usually of the middle meningeal artery. TRUE

Goal: Student will know the mnemonic device for assessing seizure disorders in patients.

Objective:

1) Student will state and define the mnemonic device useful to the emergency nurse for assessing seizure disorders in ER patients in 50-100 word essay exam. 100%

Goal: Student will become familiar with different types of spinal cord injuries.

Objective:

1) Outside of class, student will write a 2-5 page essay on the causes of spinal cervical fractures, and how they are assessed and managed in the ER. 100%

Bibliography

Required Reading:

Budassi, S., Barber, J.: Emergency Nursing: Principles and Practice. St. Louis: C.V. Mosby Co., Chapt. 14, 1981.

Bouzarth, W.F.: Trauma at the top, Emerg. Med., 7: 71-84, 1975.

Recommended Reading:

Ransohoff, R., Fleischer, A.: Insult and injury - head injuries. Emerg. Med., 8:147-150, Apr. 1976.

Unit VII: LEGAL CONSIDERATIONS IN THE ER

The emergency nurse must be alert to the ever present threat of civil liability and his/her actions in the ER should be premised with an understanding of general concepts of liability, as well as the welfare of the patient.

Goal: Student will become familiar with the duty of the ER nurse to report certain crimes to the police.

Objective:

1) Student will write out of class a 500-1000 word essay on crimes patients are involved in that by law must be reported to the police. 100%

Goal: Student will know what is expected of the ER nurse in her professional role to testify in a court of law.

Objectives:

1) Student will state the definition of an issued subpoena and the criteria that requires a court room appearance in a short essay (50 words). 100%

2) Students will role-play in class a nurse given a subpoena for a situation in a pseudo-courtroom environment to give testimonial evidence <u>against</u> a working colleague. Non participating students will critique the performing students.

Bibliography

Required Reading:

Budassi, S., Barber, J.: <u>Emergency Nursing: Principles and Practices</u>. St. Louis: C.V. Mosby Co., Chapt. 4, 1981.

Recommended Reading:

Root, I., Ogden W., Scott, W.: The Medical Investigation of Alleged Rape, <u>West. J. Med.</u>, 120:329, 1974.

VI Evaluation

The objectives are stated in terms of student behaviors with conditions and standards of mastery specified. The number listed after each specific objective refers to the degree of accuracy which is considered adequate for minimal achievement of the objective. Unless otherwise stated, quizzes and exams will be under usual examination conditions.

A. Grading Scheme: The following scheme will be communicated in first meeting of class.

1) Students who complete a minimum of 90% of the objectives specifying test and papers will receive an A +, -.
2) Student who complete a minimum of 80% of the objectives specifying tests and papers will receive a B +, -.
3) Students who complete a minimum of 70 % of the objectives specifying tests and papers will receive a C +, - .

Those students who meet less than the 70 % criteria level will be allowed to retest/repeat the failed objective(s) after he/she has had sufficient time to correct the learning deficiency. This student will be advised throughout the course if improvement is warranted and prescribed particular instructional materials to help correct the learning deficiency. It is expected that 90% of students will achieve 85% of objectives.

B. Revisions of Course:

An instructor-course rating scale will be used by the students at the end of the course for evaluation purposes. Based upon this evaluation tool, and the percentage obtained of the objectives by the students, the course would be revised (goals, objectives, lectures, media use, etc) to lead students most effectively to the fulfillment of the objectives. Revised course goals and objectives may be evaluated by faculty peers for comment prior to implementation in next term.

INSTRUCTOR RATING SCALE

This questionnaire gives the student an opportunity to express anonymously his/her views of the course the way it was taught. Your thoughtful answers to these questions will provide helpful information to your instructor.

SECTION I

Blacken one response number for each statement.

NA = not applicable or don't know
SA = strongly agree
A = agree
D = disagree
SD = strongly disagree

1) The instructor's objectives for the course have been made clear.
2) There was considerable agreement between the announced objectives of the course and what was actually taught.
3) The instructor was readily available for consultation with students.
4) The instructor seemed to know when students didn't understand the material.
5) Lectures were too repetitive of what was in the textbook.
6) The instructor encouraged students to think for themselves.
7) The instructor made helpful comments on papers or exams.
8) The instructor was well-prepared for each class.
9) The instructor told students how they would be evaluated in the course.
10) The instructor summarized or emphasized major points in lectures or discussions.
11) The scope of the course has been too limited; not enough material has been covered.
12) The instructor was open to other viewpoints.
13) In my opinion, the instructor has accomplished his objectives for the course.
14) The instructor related course material to real life situations.
15) The instructor introduced stimulating ideas about the subject.

SECTION II

NA
Excellent
Good
Satisfactory
Fair
Poor

1) Overall, I would rate the quality of the exams.....
2) Overall, I would rate the quality of the lectures.....
3) Overall, I would rate the value of class discussions.....
4) I would rate the overall value of this course to me as.....

SECTION III

1) To which sex-age group do you belong?

Male under 25_____ Male over 25_____

Female under 25_____ Female over 25 _____

2) Are you fulltime or parttime student?

FT_____, PT_____

3) Counting the present term, for how many terms have you attended this university?

1___, 2____, 3____, 4_____, 5_____, or more_____

SECTION IV

The below space is available for any of your comments about the course and/or instruction. You may want to elaborate on particular aspects you liked most as well as those you liked least. Suggestions on how the course or instructor might improve could also be included here.

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MAY 04 1984